

WACCAMAW ELEMENTARY

1364 Waverly Road
Pawleys Island, South Carolina 29585

GRADES PK-5 Elementary School

ENROLLMENT 828 Students

PRINCIPAL Jon R. Tester 843-237-4233

SUPERINTENDENT Dr. H. Randall Dozier 843-436-7000

BOARD CHAIR Mrs. Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
25	23	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

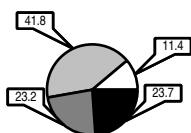
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.7%

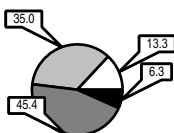
PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School



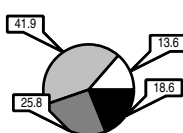
Mathematics

Elementary Schools with Students like Ours

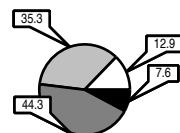


English/Language Arts

Elementary Schools with Students like Ours







Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	444	98.2	12.7	35.3	45.7	6.3	63.0	Yes	Yes
Gender									
Male	237	97.9	16.7	43.9	37.6	1.8	52.5		
Female	207	98.6	7.9	25.3	55.3	11.6	75.3		
Racial/Ethnic Group									
White	321	99.7	7.0	32.2	52.5	8.3	71.1	Yes	Yes
African-American	112	100.0	28.3	44.3	26.4	0.9	39.6	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	371	98.1	7.6	35.4	49.7	7.3	69.3		
Disabled	73	98.6	37.7	34.8	26.1	1.4	31.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	444	98.2	12.7	35.3	45.7	6.3	63.0		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	435	99.8	12.5	35.5	45.7	6.4	63.1		
Socio-Economic Status									
Subsidized meals	149	96.0	26.7	41.2	30.5	1.5	45.0	Yes	Yes
Full-pay meals	295	99.3	6.1	32.5	52.9	8.6	71.4		

Mathematics - State Performance Objective = 15.5%									
All Students	444	99.8	11.5	41.9	23.2	23.4	61.5	Yes	Yes
Gender									
Male	237	100.0	12.4	43.8	20.8	23.0	58.8		
Female	207	99.5	10.4	39.6	26.0	24.0	64.6		
Racial/Ethnic Group									
White	321	99.7	5.0	36.5	27.9	30.6	75.4	Yes	Yes
African-American	112	100.0	25.5	58.5	12.3	3.8	25.5	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	371	100.0	9.2	40.7	23.8	26.4	66.5		
Disabled	73	98.6	23.2	47.8	20.3	8.7	36.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	444	99.8	11.5	41.9	23.2	23.4	61.5		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	435	99.8	10.3	42.3	23.7	23.7	62.6		
Socio-Economic Status									
Subsidized meals	149	100.0	24.1	52.6	16.1	7.3	35.8	Yes	Yes
Full-pay meals	295	99.7	5.3	36.7	26.7	31.3	74.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	135	100.0	8.0	27.2	56.0	8.8	64.8
	Grade 4	152	100.0	12.7	35.9	44.4	7.0	51.4
	Grade 5	143	98.6	13.4	43.3	40.9	2.4	43.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	127	98.4	13.0	26.8	48.8	11.4	60.2
	Grade 4	164	98.2	9.4	35.6	51.3	3.8	55.0
	Grade 5	153	98.0	15.4	45.0	35.6	4.0	39.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	135	100.0	10.4	42.4	32.8	14.4	47.2
	Grade 4	152	100.0	8.5	33.8	25.4	32.4	57.7
	Grade 5	143	99.3	7.8	36.4	34.1	21.7	55.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	127	100.0	20.0	48.8	24.0	7.2	31.2
	Grade 4	164	100.0	6.7	47.2	20.2	25.8	46.0
	Grade 5	153	99.4	11.9	33.1	21.9	33.1	55.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 828)				
First graders who attended full-day kindergarten	100.0%	N/C	97.5%	100.0%
Retention rate	3.7%	Up from 0.1%	1.8%	2.7%
Attendance rate	97.9%	Up from 97.8%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%		3.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.3%		2.6%	3.5%
Eligible for gifted and talented	33.2%	Up from 0.2%	26.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.9%	Up from 0.4%	6.9%	8.2%
Older than usual for grade	2.9%	Up from 2.4%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	60.7%	No change	53.8%	51.4%
Continuing contract teachers	96.4%	No change	88.0%	87.5%
Highly qualified teachers**	81.8%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	1.9%		0.0%	0.0%
Teachers returning from previous year	91.6%	Down from 93.0%	87.8%	86.7%
Teacher attendance rate	96.5%	Up from 96.1%	95.3%	94.9%
Average teacher salary	\$44,339	Up 3.8%	\$42,210	\$40,760
Prof. development days/teacher	32.5 days	Up from 10.1 days	10.8 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.5	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 18.2 to 1	20.5 to 1	18.9 to 1
Prime instructional time	93.8%	Up from 93.0%	91.0%	90.0%
Dollars spent per pupil*	\$7,474	Down 19.7%	\$5,605	\$6,044
Percent of expenditures for teacher salaries*	57.1%	Down from 67.9%	67.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As the principal of Waccamaw Elementary School, I am very proud of the progress that our school has made over the past school year. Our teachers and staff have worked diligently in an attempt to reach our goals.

We have ensured that all our students have been exposed to all of the South Carolina Learner Standards and have provided exposure to a variety of assessments to document mastery. The school district has enabled us to offer "extended day," at which time our teachers have tutored students in all academic areas. Focus groups and other additional resources designed for small group and individual instruction were utilized to address the needs of students who scored below basic on the PACT test. Various forms of student recognition motivated students to achieve.

Our stakeholders continued to play an important role by way of business partnerships, a strong volunteer program, and a PTA and School Improvement Council which were focused on the needs of the students, teachers, and the school. The importance of parental involvement, and the desire of our parents to participate in the educational process, was further evidenced by the high attendance rate at all school functions, as well as visits to the newly opened Parenting Center.

I am extremely proud of the efforts of the entire Waccamaw family.

Jon R. Tester, Principal

Ron Gaynor, Chairman of School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	130	61
Percent satisfied with learning environment	98.0%	85.3%	80.3%
Percent satisfied with social and physical environment	100.0%	77.2%	82.0%
Percent satisfied with home-school relations	100.0%	85.0%	73.8%

*Only students at the highest elementary school grade level at this school and their parents were included.